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ABSTRACT

GRADES OR AGES: Grade 5. SUBJECT MATTER: Social studies; social development of the United States and Canada. ORGANIZATION AND PHYSICAL APPEARANCE: The major portion of the guide, which develops the unit, is laid out in three columns, one each for topics, activities, and materials. Other sections are in list form. The guide is mimeographed and staple-bound with a paper cover. OBJECTIVES AND ACTIVITIES: General objectives for the unit are listed on the first page. Each group of activities in the second column is related to a topic in the first column. INSTRUCTIONAL MATERIALS: Each group of materials listed in the third column is related to one or more activities. In addition, several appendixes list materials available from the Providence Public Library. STUDENT ASSESSMENT: A one-page section entitled "Evaluation" lists ideas students should understand by the end of the unit. OPTIONS: The guide is prescriptive as to course content and timing. Activities and materials listed are optional. (RT)

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PROVIDENCE SOCIAL STUDIES CURRICULUM PROJECT

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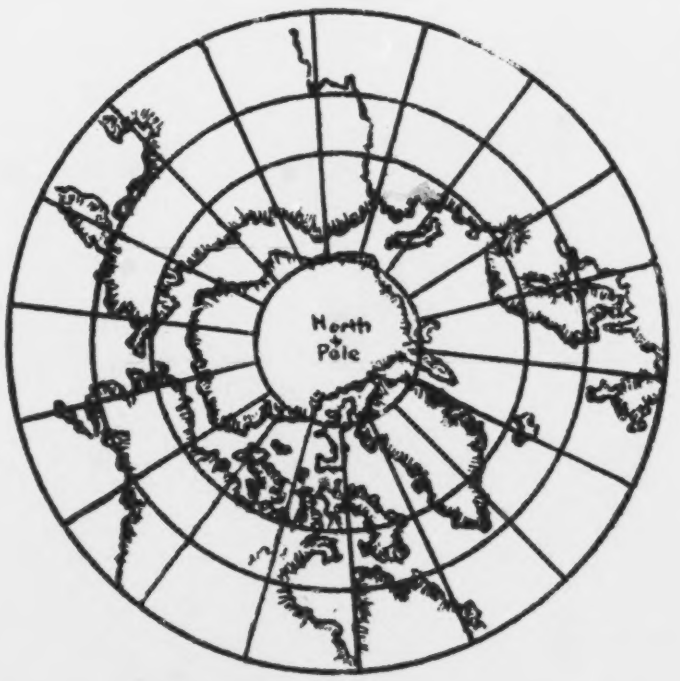
SOCIAL DEVELOPMENT
RESOURCE UNIT V
GRADE 5



RHODE ISLAND COLLEGE
PROVIDENCE PUBLIC SCHOOLS

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UNIT V. SOCIAL DEVELOPMENT OF THE UNITED STATES AND CANADA

SUGGESTED TIME: 8 WEEKS

I. MAJOR UNDERSTANDINGS

1. The children should develop an understanding of the influence of such factors as history, physical characteristics, transportation, communication and economic development upon the social development of Canada and the U. S.

2. There should be an awareness of the fact that despite great economic development in Canada and the United States, there are still aspects of social development that need examination and improvement.

II. AIMS

To Develop an Understanding that:

1. This area is a region of great wealth, with excellent transportation and communication facilities which has raised the standard of living to one of the highest in the world.

2. Despite this great wealth, social development has been retarded in some areas resulting in many social problems.

3. Continuing population growth has had great influence upon many aspects of social development, such as education, housing, health, and the standard of living.

4. Technological advances and industrial development have also exerted great influence upon the standard of living.

5. Many problems must be resolved in the area of human rights.

6. Well-developed educational systems exist in Canada and the United States, but there are pockets of illiteracy.

7. Varied patterns of religion exist in Canada and the U. S.

8. Many forms of fine arts have been developed in Canada and the United States and shared with the rest of the world.

9. Recreational activities are many and varied.

10. The process of historical development has led to the existence of a strong dual culture in Canada, and has influenced the many customs and celebrations in both countries of Canada and the U.S.

III. VOCABULARY

Appalachia
Amish
architecture
civil rights
composer
compulsory
discrimination
epidemic
gallery
ghetto
human rights
hygiene
illiteracy
life expectancy
literature
Mennonites
museum
patronize
pollution
prejudice
repertory theater
sanitation
segregation
slum
social problem
standard of living
urban renewal
welfare

IV. DEVELOPMENT OF UNIT

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What is the meaning of "human rights"?	Reproduce the sheet in the appendix labeled Selected list of Human Rights. (Appendix A) Give each child a copy. Where, when, and by whom were these rights adopted? Discuss the meanings of some of the articles. Reproduce the extracts from American documents stressing human rights. (Appendix B) Let the class make a comparison of the two charts. Try to elicit their opinions of the successes or failures in the implementation of these rights in Anglo-America. Prepare a bulletin board with clippings from newspapers or periodicals to illustrate examples of violations of these rights - also examples of efforts being made to assure these rights.	Newspapers Periodicals
How does the standard of living in Canada and the U.S. compare with that of the rest of the world?	Begin by an explanation of the meaning of "standard of living." Discuss with the class the reasons people live longer in some countries than in others. List on the board ways in which a standard of living might be measured.	Teacher Text Van nostrand: World Geography and You pp. 120-122; 165

Development of Unit (cont'd)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Life expectancy would be affected by such things as: Food standards Housing Sanitation Medical services Availability of conveniences for easier living: Indoor plumbing Running water Central Heating Electric lights Household appliances Communication conveniences as: Telephone Radio Television	
	State that the standard of living in Canada is about equal to that of the United States. The Canadian death rate is about 8.7 per thousand. The United States death rate is about 9.6 per thousand.	
	Construct a chart to show the growth of life span in the United States over a given period of years. Have the children seek information for the chart in reference books.	Scott Foresman: <u>In the Americas</u> p. 419, graph 177 World Almanac p. 491
	Have the class examine the chart. Try to elicit reasons for the increased longevity in the United States. If living conditions in Canada are similar, what does this suggest about the life span in Canada? A similar chart for Canada should be constructed.	
	Construct a chart to show a comparison of the life span in Canada and the U.S. with the other Americas.	Scott, Foresman: <u>In the Americas</u> p. 419

Development of Unit (cont'd)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What factors have contributed to this longevity in the United States and Canada?	Discuss such things as: Pure water supply Hygienic sewage disposal Plentiful food supply Excellent control of epidemic diseases Excellent medical facilities Hygienic food preparation Well-informed populace	
In a land of plenty why do so many exist under such poor living conditions?	State that in spite of the above there are many disadvantaged people who are just existing on a near starvation level. Find out what is meant by a "cycle of poverty." Find out what percentage of families have incomes of less than $3,000 a year. Examine the factors which have caused this viscious circle of poverty. Read to find what conditions prevail in slum ghettos, such as: Overcrowding Detioration of property Fire danger Increased insurance rates Refusal of some companies to insure in slum areas High crime rates Poor sanitation Inadequate and improper food Unemployment Loss of hope by the residents Loss of human resources, to the community, etc.	Fideler: The South pp. 92-93 Current periodicals Encyclopedias
What conditions cause poverty in other than urban areas?	Examine some of the following: Tenant farmers who pay high rent for little yield. Poor agricultural production due to unfavorable soil or climatic conditions. Lack of money for farm improvements. Exhaustion of soils. Exhaustion of mines Isolation from services.	

Development of Unit (cont'd)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Make a study of Appalachia as an example of an impoverished area.	
What effect do these conditions have upon all the people of the country?	Consider the problems all levels of government must face to resolve some of the above. Think of the amounts of money which must be provided by the taxpayer.	
What is a social problem?	Discuss what is meant by a "social problem."	Pupil Texts Fideler: South pp. 90-108
What great social problems threaten the standard of living?	Explain that the rapid growth of population, and changes in industrial methods and ways of living have created many problems. Assign reports to groups or individuals. Suggestions below: Air pollution Water pollution Unemployment Lack of Education Overcrowded cities with slum conditions High accident rates High crime rates Prejudice and discrimination Reduction of physical stamina due to "soft living" NOTE Much of the investigation will have to be done through the use of current periodicals and encyclopedias as very little material about these topics is published at elementary level. Ask help of school librarians and local public libraries. Present the information in the form of oral reports or better in the form of panel discussion.	Fideler: Midwest pp. 116-126 Fideler: Northeast pp. 210-225 Current periodicals Encyclopedias Pictures Macmillan: Living in the Americas p. 423

Development of Unit (cont'd)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Make a presentation of issues concerning human rights. Explore such topics as: Segregation Separate but equal rights Civil Rights Laws Fair Housing Human rights for women, children and the aged. Discrimination in labor unions	Heath: In these United States and Canada pp. 242-244 Newspapers Periodicals Encyclopedias
What organizations are working for rights for Negroes? Who are their leaders?	Do research on the following leaders and organizations. Civil Rights Leaders: W.E.B. DuBois (NAACP - The Crises) Lester Granger (Urban League) Walter White (NAACP) Roy Wilkins (NAACP) Whitney Young (Urban League) Martin Luther King, Jr. (SCLC) James Farmer (CORE) Floyd McKissick (CORE) Bayard Rustin H. Rap Brown (SNCC) Stockley Carmichael (SNCC) Organizations Colored Farmer's Alliance National Association of Colored Women The National Afro-American Council Niagara Movement NAACP Urban League Congress of Racial Equality SNCC SCLC Marcus Moziah Garvey - Back to Africa Movement Black Muslims	Encyclopedias McCormick-Mathers The Negro in America p. 59-70
What happens when cities grow old?	Investigate Urban Renewal What does "Urban"mean? What does "renewal" mean? What does this program involve?	

Development of Unit (cont'd)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	What have been some of the problems created by this renewal? What part does government play in renewal programs? Consider these problems: Destruction of established communities Some buildings might have been restored rather than destroyed Discrimination in housing for those forced to vacate homes for renewal. Historical aspects leading to the problem: Stock market crash of 1929. Depression followed. Money lacking to repair or to build new housing. World War II Shortages of construction materials. Fast growing population Prepare a bulletin board of pictures and clippings from current periodicals to illustrate renewal efforts, particularly in the Providence Metropolitan area. Math Correlation Prepare a circle graph to show the precentage of private income used for various purposes. See Appendix C	Current Periodicals Holt, Rinehart & Winston: In The United States and Canada p. C. 123
What provisions are made for the health and welfare of the people of Canada and the U.S.?	Discuss with the class that as the population of both countries and life expectancy has been increased, more and more facilities are needed.	Pupil Texts Scott Foresman: In the Americas pp. 177; 273-274; 107. Holt, Rinehart & Winston: In The United States and Canada C. p. 120

Development of Unit (cont'd)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	State that despite the wealth of both countries many social problems have arisen which require more and more support by all levels of government in both countries. Find out what programs have been established to aid the people of both countries. Have groups or individuals investigate and report to the class their findings about such topics as: Social Security Medicare Housing for the elderly Unemployment insurance Workmen's Compensation, etc. Tell the class that today emphasis is being placed upon preventative medicine. The governments of both countries are financing research programs in medicine and financing public health programs. Prepare a report on the work of Dr. Jonas Salk and Dr. Albert Sabine and their work on polio immunization. Review the state-wide polio immunization program. State that immunization programs are carried on in the schools. Prepare a report on the Schick Test and the Tuberculin Test. Show some of the filmstrips listed.	Fideler: Canada pp. 45-46 Current Periodicals Encyclopedias Film D-4 Defending a City's Health Filmstrips HS-D-2 Dental Health for School Children HS-G-1-i Right Foods for Health HS-G-1-i Right Habits Help Health HS-Y-1-i Man's Battle Against Disease
How do the educational institutions compare with the rest of the world?	State that in the United States and Canada there is a system of free and compulsory education.	Teacher Text Van Nostrand: World Geography and You pp. 121-122

Development of Unit (cont'd)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Read to find out what kinds of schools there are, how they are supported, and how education is provided for those who live in isolated areas.	Pupil Texts Scott, Foresman: In the Americas pp. 274; 108; 150; 234
	Have an individual report about the Railraod Car Classrooms of Canada.	Fideler: Northeast PP. 89-90
	Find out why there are two separate educational systems in the Province of Quebec in Canada.	Fideler: Midwest pp. 97-98 Fideler: Great Plains pp. 93-94
	Find out what is being done to educate the Eskimos and Indians of Canada and the Indians of the United States.	Fideler: Canada Chapter 13
	Discuss reasons why so many "drop out" of some of the schools in our country.	Fideler: South pp. 94-95 NEA Other Lands, Other Peoples p. 245
	Prepare a graph to show the comparison of literacy in Anglo-America with the other Americas. See Appendix D	Holt, Rinehart & Winston: In the United States and Canada pp. 13; 63; 95; 251; 263 Booklet: Facts on Canada p. 3 pp. 44-45 See table p. 419 Scott, Foresman: In the Americas for figures for the graph.
What are the religious patterns of Canada and the U.S? What has determined these patterns?	Have the class examine the map on p. 24 of their Classroom Atlas. Examine the key. Be sure the children understand the key and the terms used in that key.	Pupil Texts Classroom Atlas Scott Foresman: In the Americas pp. 73-74; 80-81; 82; 87; 132; 133-134; 240; 339 In America Series Freedom of Religion in America.

Development of Unit (cont'd)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	State that Canada and the U. S. have been populated mainly by immigration. The immigrants brought with them their religious beliefs and practices. Many of their descendents have adhered to these same beliefs and religious forms. Examine the religious beliefs and practices of the indigenous people of Canada and the U. S.- Eskimos and Indians. Select specific Indian groups for this study as: The Religious Practices of the Hopi Indians The Religious Practices of the Iroquois, etc.	Heath: In these United States and Canada pp. 83; 91; 94; 412 Holt, Rinehart & Winston: In The United States and Canada pp. 102 103; 116-117; 120; 121; 131; 137; 196 Silver Burdett: United States and Canada p. 87 Fideler: Northeast pp. 62-66; 67; 72; 169; 194; 308 Fideler: Midwest pp. 67-68 National Geographic Jan. 1954 "Amid the Mighty Walls of Zion" (Normans-Utah) Jan. 1947 "Sponge Fishermen of Tarpon Springs" (Eastern Orthodox)
What struggles have some religious groups had to face in order to maintain their religious beliefs and practices?	Inform the class that many of the immigrants came to the New World for the freedom to practice their religion as they wished. Some in the New World met discrimination. Study examples such as: Mormons Mennonites-Amish Hutterites (mostly in Canada) Prepare a map to show the predominant religions of Canada and the U. S. and their concentration in both countries. See p. 24 Classroom Atlas. Be sure the key is placed on the maps. Make individual copies.	Outline maps of North America
To what extent have literature and the arts been developed in Canada and the U. S.?	Here is an opportunity to widen the horizons of the children by exposure to some of the arts and literature which express the culture of Canada and the U.S. This section lends itself to correlation with other subjects.	

Development of Unit (cont'd)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Much of the research will have to be done by using books from the library. LITERATURE Read and listen to examples of stories and poems about Canada and the U.S. written by Americans and Canadians. Have the children read and retell folk tales to the class. The teacher might read some of these to the class. Prepare biographical sketches of the authors. Of particular interest are the stories and legends of the Indians and Eskimos. Each group has its own tales. Be sure the children specify the particular Indian group from which a tale is chosen for retelling to the class. Some of these tales might be dramatized. Show some of the filmstrips listed. These filmstrips might also be used as a motivation for this section.	Teacher Reference Toozer and Krone Literature and Music as Resource for Social Studies (Prov. Public Library) Booklet: Facts on Canada (PB) pp. 45-47 Library books Books of poetry Biographies Encyclopedias Filmstrips SS-F-3-e Louisa May Alcott, Auth Poetry EE-4-g Paul Revere's Ride by Longfellow EE-5-1 Barbara Freitchie by Whittier E-C-9-h Rip Van Winkle E-C-9-1 Moby Dick

Development of Unit (cont'd)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	NOTE: A bibliography of selected folk tales of Canada and the United States may be found in the appendix. These are from a collection in the main Providence Public Library. Some copies may be in branch libraries. If not, they may be requested by the branch library. Others may be in the school libraries. The class might be interested in stories written by the Canadian naturalist Ernest Thompson Seton in the book, Wild Animals I Have Known Girls might be interested in Anne of Green Gables by the Canadian author, Lucy Montgomery. The class might enjoy some of the Washington Irving stories. Sleepy Hollow Stories Rip Van Winkle Louisa Alcott, Little Women Little Men Mark Twain. Tom Sawyer Herman Melville Moby Dick	Films F-212 Folk Songs of American History T-1 Tall Tales (Folk Tales) Filmstrips MU-C-1-g Stehpen Foster
	While one part of the class is preparing book reports or a story telling program another group might prepare a poetry hour. Choose selections from poets representing a wide span of years. Suggestions of authors: Robert Frost Henry Longfellow John G. Whittier Oliver Wendell Holmes Edna S. Vincent Millay Stephen and Rosemary Benet	Pupil Texts Scott, Foresman: In the Americas pp. C. 275-276; U.S. pp. 226-231 Fideler: Canada Chapter 9 Fideler: Northeast pp. 90-93 Fideler; Midwe pp. 99-101

Development of Unit (cont'd)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Poems may be found in anthologies in the library.	Fideler: Great Plains pp. 94-97 Fideler: South pp. 79; 82-83
How does art acquaint us with a people? How does it tell us of the past? How does it tell of change?	ART CORRELATION Introduce this section by showing some of the filmstrips listed. In the bibliography in the index are some books which may be obtained in the Providence Public Library. Have some of the children read the texts listed for information about some of the artists of Canada and the U. S. Prepare biographical sketches of well-known American and Canadian artists. Suggestions: United States: Gilbert Stuart James Whistler Winslow Homer Grant Wood Andrew Wyeth Canada Paul Kany Cornelius Krieghoff James Morrice A. Y. Jackson Perhaps a pupil might like to report on the work of Frederick Remington. Arrange a trip to the Rhode Island School of Design Museum. Arrange a trip to the Haffenreffer Museum in Bristol to see the Eskimo and Indian Exhibits. The World Almanac has a list of famous paintings.	Film H-22 Hopi Indian Arts and Crafts Filmstrips SS-1-4-d Arts and Crafts (Indians of the Southwest) SS-C-58-g Eskimo Sculpture SS-C-58-h Eskimo Prints SC-A-7-a Dances and Ceremonies (Indians of the Southwest) Film The Loon's Necklace (not available in Prov. A-V Can be obtained from Indiana University A.V. dept.) Texts: Fideler: Canada pp. 114-116 Scott Foresman: In the Americas C. 275-276 U.S. 226-231 Encyclopedias Biographies Art Prints World Book Almanac p. 576

Development of Unit (cont'd)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Select some from the list of American and Canadian painters.	
	Try to find prints of their works for display	Art Library Prov. Public Library
	Have a small group prepare a report about sand painting by Indians of the Southwest.	
	Prepare reports about some of the crafts. Eskimo soapstone carvings Eskimo ivory carvings Indian basketry, pottery, and jewelry.	
	<u>Caution</u> Be sure to identify with the tribe and the area when reporting about crafts. Each tribe produced its own type of craft.	
	Make models of some of the types of pottery.	
	Draw designs used by Indians in decorating baskets, pottery, and jewelry.	
extra money to Canadian farm folk? Hooked rugs Woven materials Wood carvings	Read to find out what crafts bring	Fideler: <u>Canada</u> pp. 113-114 Encyclopedias
	Make a study of Northwest Indian Totem Poles.	
	Try to obtain a copy of the library book listed to the right.	Brindze, Ruth: <u>The Story of the Totem Pole</u>
	Make drawings of some of these. Perhaps some boys could carve some reproductions from soft wood or soap.	

Development of Unit (cont'd)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What architectural changes have taken place in the U.S. and Canada?	ARCHITECTURE Discuss changes in architecture since the days of settlement. Skim through the texts to find examples of some of the different types of architecture. Examine the following: French Style Particularly in Canada and New Orleans Spanish Style Throughout the Southwestern United States. Colonial Style Particularly in New England and parts of the South Williamsburg Special homes as: Monticello Mount Vernon	
	Collect and display pictures of the above types.	Encyclopedias
	Study examples of the great variations in Indian homes of the past.	
	Select specific types to show the variation such as: Ojibwa wigwam (Algonquin) Iroquois Longhouse Seminole Chikee Mandan Earth Lodge Pueblo Houses Navaho Hogan, etc.	Hofsinde, Robert: Indians at Home Prov. Public Library
	Find out if any of these Indians still live in the same type of home today. If not, in what type of home do they live?	
	Study the types of houses used by Eskimos long ago and today.	

Development of Unit (cont'd)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Make a study of changes in housing today. Prepare reports about the work of William Jenny (Skyscrapers) and Frank Lloyd Wright. Discuss the changes occuring in the architecture of Providence. Here are fine examples of architecture of many periods. Discuss the reasons that so many apartment homes are being built. Take a walk through the neighborhood of the school to find examples of the variety of housing in the neighborhood. Discuss the meaning of "architecture being functional." A study might be made of changes in ways of heating. A study of different types of fireplaces in colonial times might be interesting. Collect and display pictures of old and new buildings in the Providence Metropolitan Area. Current newspapers and periodicals contain pictures of the new buildings being constructed in this area. Make models of the different types of Indian and Eskimo homes. Prepare a mural to show examples of the different types of architecture in Providence.	Pupil texts Encyclopedias Prints Current Periodicals

Development of Unit (cont'd)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	MUSIC	
What contributions have been made by Americans and Canadians in the field of music?	State that in the early days of settlement in the United States and Canada people worked very hard just to subsist. Entertainment was very simple and centered around folk songs and simple dancing. Tell the class that as working conditions changed and people had more leisure time they could turn to the arts and begin to produce. Prepare reports about some of the composers. Some suggestions: Stephen Foster George Gershwin Aaron Copeland Edward MacDowell Leonard Bernstein, etc. Discuss reasons for the great variety of music in America. Have a group make a study of American Jazz. Sing folk songs and spirituals by Anglo-American composers. (Some of these might be in their class music books or in the paperback Twice 55) Show the film or filmstrip listed. Attendance at the children's concerts has acquainted the children with a symphony orchestra. Play records of selections from symphonies. Play jazz records.	Music Books Biographies Records

Development of Unit (cont'd)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Play selections from musicals by: Jerome Kern Cole Porter Rogers and Hammerstein George Gershwin Leonard Bernstein Have the children present biographical sketches of some outstanding voaclists as: Marion Anderson Roland Hayes Roberta Peters, etc. Read about the music festivals conducted in the United States and Canada. Winnepeg Festival Berkshire Festival Play records of Indian Songs (See Appendix H) Study some of the Indian Musical instruments: Gourds Rattles Percussion Wind DRAMATIC ARTS Look for accounts of our local group The Trinity Square Players Mention the Shakespearian theaters in Ontario, Canada and Stratford, Conn.	Periodicals
What contributions to the arts have been made by Negroes?	State that Negroes have made valuable contributions in all the art fields. Prepare biographical reports of some of the following to share with the class. If possible, play recordings and show prints by these artists.	

Development of Unit (cont'd)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Fine Arts: Poetry Paul Laurence Dunbar William Stanley Braithwaite Claude McKay Sterling Brown Arna Bontemps Gwendolyn Brooks Painters Henry O. Tanner William A. Harper William E. Scott Aaron Douglas Hale Woodruff Richmond Barthe Charles White Dramatists Willis Richardson Langston Hughes LeRoi Jones Lorraine Hansberry Dance Katherine Dunham Janet Collins Pearl Primus Donald McKayle Novelists Charles Waddell Chesnutt Richard Wright Chester Himes Frank Yerby William Motley Ralph Ellison James Baldwin Music Will Marion Cook W. C. Handy Harry T. Burleigh Louis Armstrong Bessie Smith Edward "Duke" Ellington Todd Duncan Roland Hayes William L. Dawson	

Development of Unit (cont'd)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Camilla Williams Leontyne Price William Warfield Phillipa Duke Schuyler Ulysses Kay Dean Dixon Thelonius Monk Ella Fitzgerald Lena Horne Harry Belafonte Sammy Davis, Jr. Actors Charles Gilpin Richard B. Harrison Ethel Waters Paul Robeson Frederick O'Neal Diahann Carroll Dorothy Dandridge Claudia McNeil Sidney Poitier	
What forms of recreation do the people of Canada and the United States enjoy?	State that both countries enjoy similar sports activities. One game especially enjoyed by Canadians is curling which is played on the ice. Have an individual investigate this game and explain to the class how it is played and scored. Read to find out about rodoes. Why are they held? How did they originate? Tell the class that two important ones are The Calgary Stampede in Alberta, Canada and the Frontier Days in Cheyenne, Wyoming. State that both countries have fine national parks and forests where people can camp, fish, ride horse-back, enjoy wild animals in a natural habitat, enjoy beauty spots and take photographs.	Teacher Text Van Nostrand: World Geography and You p. 154 Pupil Texts Holt, Rinehart & Winston: In the United States and Canada US 288-289 303;322-323;385 Scott,Foresman: In the Americas pp. 276-277;216 231 Heath: In these United States and Canada pp. 537-538 Macmillan: Living in the Americas pp. 98-99;280;350-351; 391;396;402-403; 441

Development of Unit (cont'd)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Have the children read their texts for information about these places and some of the special features in the national parks. Collect pictures of sports activities for display. Also collect pictures of national parks and display them on bulletin boards. Show some of the films and filmstrips listed. Children might make reports about some of the outstanding athletes of both countries. Reports might be given about some of the features and animals of the national parks: Glaciers Geysers Grand Canyon Redwood Trees Animals of National Parks: Grizzly Bear Black Bear Moose Elk Bison Mountain Sheep Find information about some of the holidays observed in both Canada and the United States. There is such a diversity of people and customs, they might enjoy finding out about celebrations that have been retained by some of the ethnic groups who now live in Anglo-America.	Fideler: Canada Chapter 13 Fideler: Northeast Chapter 13 Fideler: Midwest Chapter 13 Films A-214 America the Beautiful G-14 Glacier National Park C-209 Grand Canyon Y-201 Yosemite National Park Filmstrips National Park Series SS-0-10-a Our National Park System SS-0-10-b Yellowstone SS-0-10-c [illegible] National Parks in East and South SS-0-10-d National Park in the West SS-0-10-e More National Parks in the West SS-0-10-f Glacier and Rocky Mountain National Parks

Development of Unit (cont'd)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Special holiday foods Dances brought from other lands National dress that might be worn on certain holidays, etc. As a culmination to this unit conduct an Art Festival and invite other classes to see it. Display art work and models. Prepare story telling, dramatic, and musical skits.	

V. EVALUATION

1. Is there an understanding of the reason that the standard of living is so high for many but not all in Canada and the U. S.?

2. Do the children know some of the social problems affecting Canada and the U. S. and the efforts being made to resolve them?

3. Is there an appreciation of the fine arts and their growth in Canada and the U. S.?

4. Is there an understanding that because of freedom of religion, varied patterns of religion exist in Canada and the U. S.?

5. Do the children appreciate the wealth of recreational activities offered as a result of the physical characteristics and varied climatic conditions of Canada and the U. S.?

6. Is there a realization that Canada and the U. S. have a high literacy rate because of the wealth to develop a fine educational system; but that all people have not had the opportunity to take advantage of this system?

7. Do the children have some understanding of the meaning of "human rights" and the problems which need solution in this area?

APPENDIX A

SELECTIONS FROM THE UNIVERSAL DECLARATION OF HUMAN RIGHTS ADOPTED BY THE UNITED NATIONS GENERAL ASSEMBLY ON THE TENTH OF DECEMBER, 1948

UNIVERSAL DECLARATION

Article 1: All human beings are born free and equal in dignity and right. They are endowed with reason and conscience and should act towards one another in a spirit of Brotherhood.

Article 2: Everyone is entitled to all the rights and freedoms set forth in this declaration, without distinction of any kind, such as race, color,sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Article 3: Every person has the right to life, liberty and security of person.

Article 5: No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 7: All are equal before the law and are entitled without any discrimination to equal protection of the law.

Article 10: Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal.

Article 9: No person shall be subjected to arbitrary arrest, detention or exile.

Article 15: Everyone has the right to a nationality. No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 17: Everyone has the right to own property alone as well as in association with others. No one shall arbitrarily be deprived of his property.

Article 18: Everyone has the right to freedom of thought, conscience, and religion.

Article 19: Everyone has the right to freedom of opinion and expression.

Article 20: Everyone has the right to freedom of peaceful assembly and association.

Article 21: ...the will of the people shall be the basis of the authority of governments; this will, shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

APPENDIX B

SELECTIONS FROM AMERICAN DOCUMENTS FOR FREEDOM .

We hold these truths to be self-evident, that all men are created equal.

DECLARATION OF INDEPENDENCE

The right of citizens of the United States to vote shall not be denied or abridged by the United States or any State on acoount of race, color, or previous condition of servitude.

Amendment 15, U.S. CONSTITUTION

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches, seizures, shall not be violated.

Amendment 4, U.S. CONSTITUTION

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Amendment 8, U.S. CONSTITUTION

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed....and be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assurance of counsel for his defense.

Amendment 6, U.S. CONSTITUTION

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a grand jury.

Amendment 5, U.S. CONSTITUTION

All persons born or naturalized in the United States are citizens of the United States and of the State wherein they reside.

Amendment 14, U.S. CONSTITUTION

Nor shall any person be deprived of life, liberty, or property, without the due process of law; nor shall private property be taken for public use, without just compensation.

Amendment 5, U.S. CONSTITUTION

Congress shall make no law respecting the establishment of religion, or prohibiting the free exercise thereof.

APPENDIX B Selections from American Documents for Freedom (cont'd)

Amendment 1, U.S. CONSTITUTION

Congress shall make no law abridging the freedom of speech, or of the press.

Amendment 1, U.S. CONSTITUTION

Congress shall make no law prohibiting the right of people peaceably to assemble.

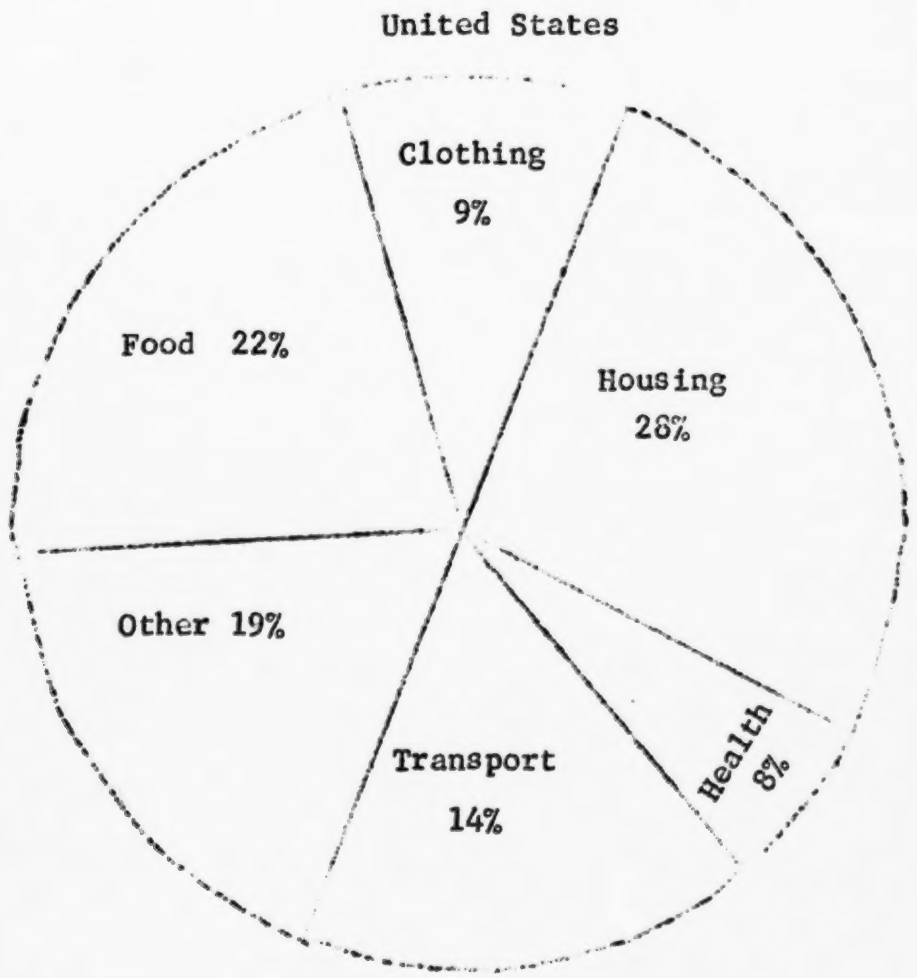
Amendment 1, U.S. CONSTITUTION

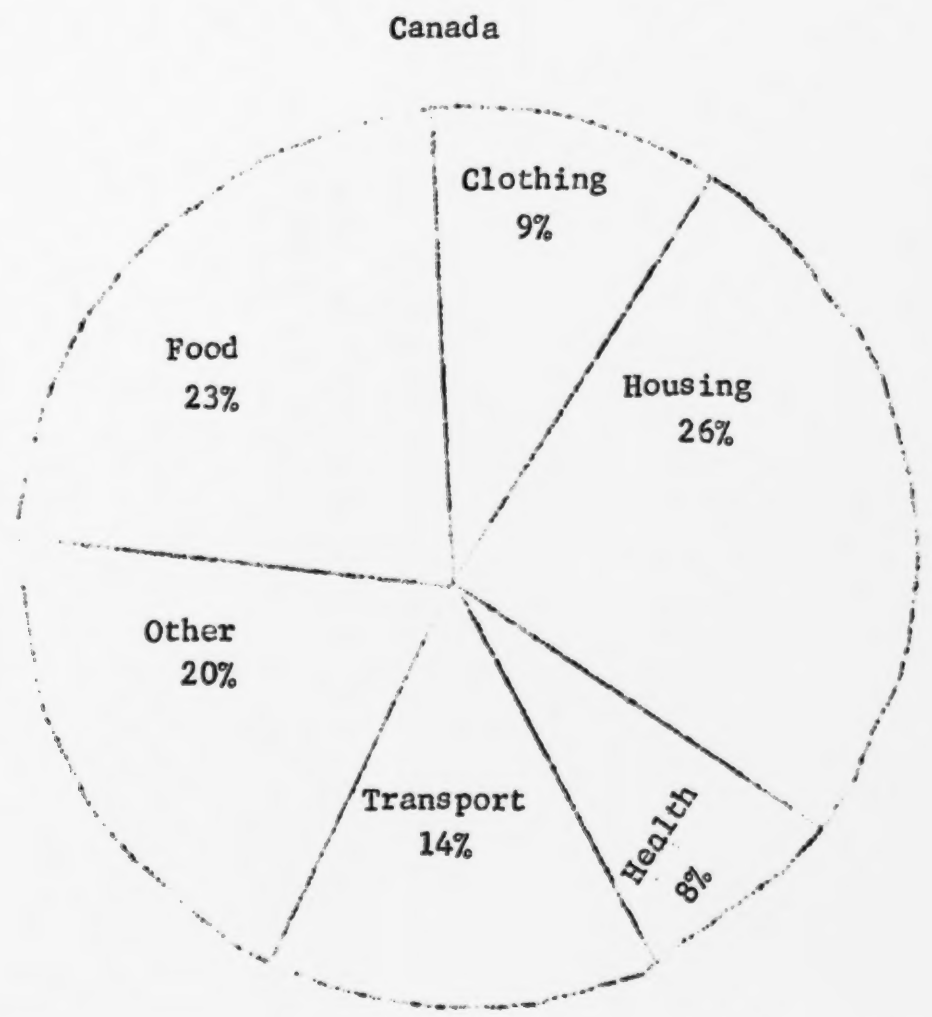
That to secure these rights, Governments are instituted among men, deriving their just powers from the consent of the governed.

Declaration of Independence

APPENDIX C

PERCENTAGES IN USE OF PRIVATE INCOME IN CANADA AND THE UNITED STATES



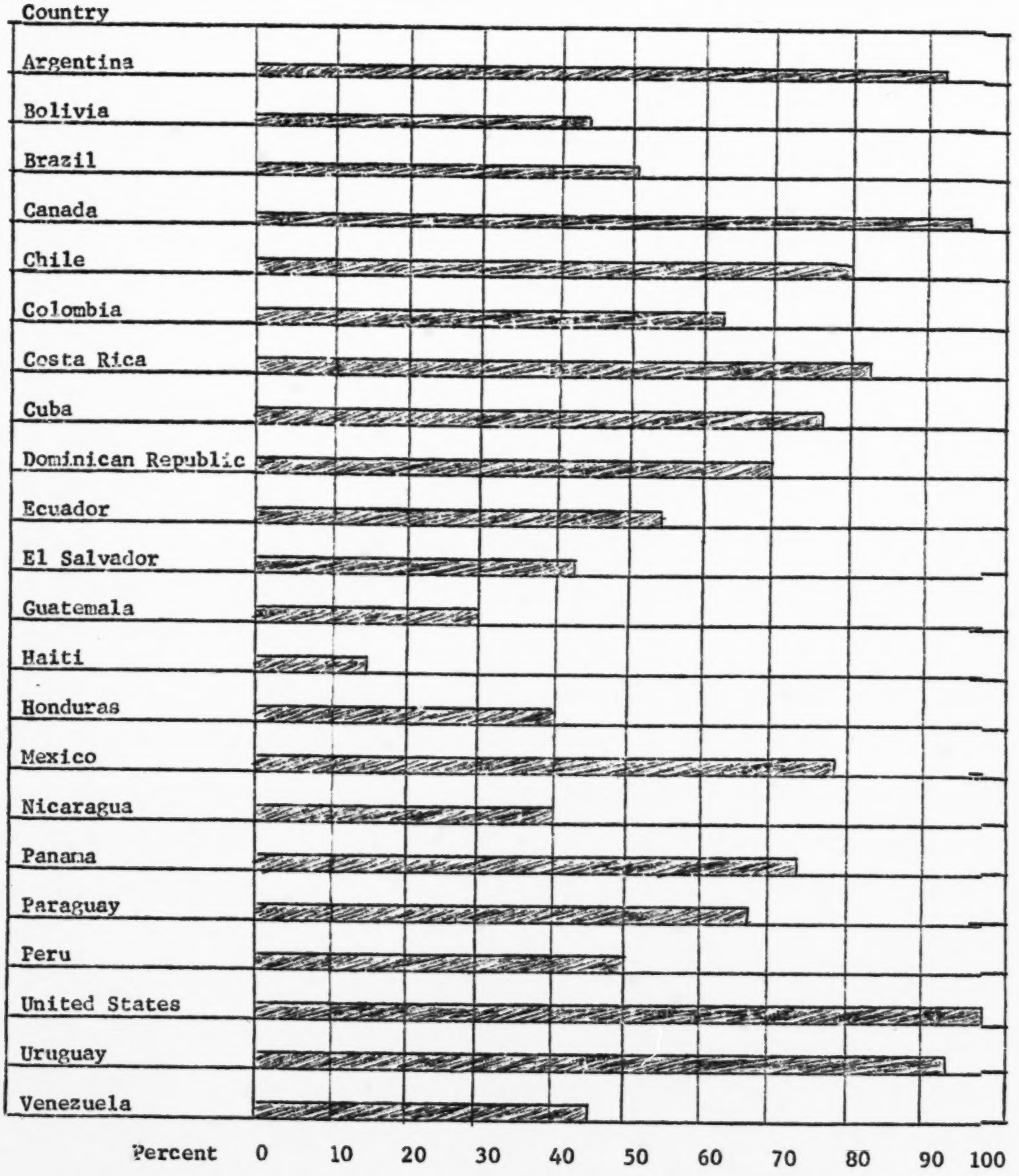


Source: Holt, Rinehart & Winston: In the United States and Canada C. p. 123

A P P E N D I X D

COMPARISON

Literacy of Canada and the United States with the Other Americas



APPENDIX E

CANADIAN FOLK TALES AVAILABLE AT THE PROVIDENCE PUBLIC LIBRARY

Barbeau, Marius	The Golden Phoenix
Bice, Clare	Across Canada
Bice, Clare	The Great Island
Carlson, Natalie	Alphonse that Bearded One
Carlson, Natalie	Jean-Claude's Island
Carlson, Natalie	The Letter on the Tree
Carlson, Natalie	Sashes, Red and Blue
Carlson, Natalie	The Talking Cat
Clark, C.A.	The Silver Man
DeAngelis, Marguerite	Petite Susanne
Haig-Brown, R.L.	Starbuck Valley Winter
Harrington, Lyn	Oolook, Young Eskimo Girl
Macmillan, Cyprus	Glooscap's Country and other Indian Tales
McPhedran, Marie	Golden North
Tait, G. E.	Famous Canadian Stories

APPENDIX F

AMERICAN FOLK TALES AVAILABEE AT THE PROVIDENCE PUBLIC LIBRARY

Blair, Walter	Tall Tale America
Chase, Richard	Grandfather Tales
Chase, Richard	Jack Tales
Felton, Harold	Pecos Bill
Felton, Harold	Sargeant O'Keefe and His Mule, Balaam
Jagendorf, M.	The New England Bean-Pot
Lent, Blair	John Tabor's Ride
Malcolmston-McCormick	Mr. Stormalong
Shapiro, Irwin	Yankee Thunder
Shippen, Katherine	Big Mose
Steele, William	Davy Crockett's Earthquake
Withers, Carl	I Saw a Rocket Walk a Mile

APPENDIX G

MUSIC REFERENCES FOR YOUNG READERS
AVAILABLE AT THE PROVIDENCE PUBLIC LIBRARY

Bakeless, Katherine	Story Lives of American Composers
Britten, Benjamin and Holst, Imogen	The Wonderful World of Music
Bulla, C. B.	Stories of Favorite Operas
Dobrin, Arnold	Aaron Copeland
Hofmann	American Indians Sing
Hofsinde, Robert	Indian Music Makers
Hughes, Langston	First Book of Jazz
Kettelkamp, Larry	Flutes, Whistles, Reeds
Kettelkamp, Larry	Drums, Rattles, Bells
Lyons, John	Stories of Our American Patriotic Songs
Myrus, Donald	I Like Jazz
Posell, Elsa	American Composers
Wheeler and Doucher	Edward MacDowell
Wheeler, Opal	Stephen Foster and His Little Dog Tray

APPENDIX H

SELECTED RECORDINGS AVAILABLE FOR LOAN AT THE PROVIDENCE PUBLIC LIBRARY

CANADIAN

Call Number	Title
LV.N B.288	Marius Barbeau Canadian Indian Folk Lore
LV.N Li26	Jaques Labrecque Folk Songs of French Canada
LV.N M734	Mon Canada French Canadian Folk Songs

AMERICAN

Call Number	Title
LV.N B415	The Burs Mountain Songs
LV.N B425M	Bellafonte Mark Twain and Other Folk Favorites
LV.N B723S	Bill Banyon - Songs of Yankee Whaling
LV.N D391	Frances Densmore Folk Music of the U.S. (Songs of the Sioux)
LV.N L8391	John Lomax American Folk Songs
LC,PR P385	Star Maiden and Other Indian Tale's (Prose)
LV.N R477	American Music of the Southwest
LV.N R477	Folk Music of the U.S. - The Navaho
LV.N R477p	Folk Music of the U.S. - Plains Indians
LxV.N E765	Sea Chanteys and Loggers' Songs

APPENDIX I

ART BOOKS FOR YOUNG READERS AVAILABLE AT THE PROVIDENCE PUBLIC LIBRARY

Freedgood, Lillian	Great Artists of America
Glubock, Shirley	Art of the Eskimo
Glubock, Shirley	Art of the North American Indian
Ripley, Elizabeth	Winslow Homer